DOCUMENT RESUME

ED 337 298 PS 019 926

AUTHOR Flynn, Gina M.
TITLE Strategies for Improving Self-Managing Behavior Skills among Second Grade Students: The Self-Management and Responsibility Training (SMART) Program.
PUB DATE Jun 91
NOTE 59p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Behavior Change; Behavior Problems; *Classroom Techniques; Critical Thinking; Discipline; Elementary School Students; *Grade 2; Primary Education; *Self Control; *Self Evaluation (Individuals); Student Behavior; Student Responsibility
IDENTIFIERS Project AWARE; *Self Management and Responsibility Training Prog

ABSTRACT

This practicum report describes a program in which strategies for improving self-managing behavior skills of second graders were designed and implemented. The goals of the Self-Management and Responsibility Training (SMART) Program were to improve students' behavior and encourage development of students' critical thinking skills. The four basic strategies used were: (1) weekly teacher evaluations of behavior; (2) daily journal entries by students; (3) the use of a self-management survey; and (4) weekly class discussion groups. A review of the literature on related research is provided and a timeline of activities is included. Success was measured by comparing the target students' past behavior with behavior during the implementation of the SMART Program. Positive affective changes in behavior and an increase in use of self-managing skills were observed. Indications of student misbehavior on report cards decreased during the second semester of the 1990-91 school year. Students engaged successfully in formal behavior self-evaluation, group discussions, and open-ended self-evaluation. Appended are related materials, a list of 16 references, and a bibliography of 25 references. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED337298

STRATEGIES FOR IMPROVING SELF-MANAGING BEHAVIOR SKILLS AMONG SECOND GRADE STUDENTS: THE SELF-MANAGEMENT AND RESPONSIBILITY TRAINING (SMART) PROGRAM

by

Gina M. Flynn

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Gina Flynn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education, Nova University, in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June/1991

PS 019926

BEST COPY AVAILABLE

Abstract

Strategies for Improving Self-Managing Behavior Skills Among Second Grade Students: The Self-Management and Responsibility Training (SMART) Program.
Flynn, Gina, 1991: Practicum Report, Nova University,
The Center For the Advancement of Education.
Descriptors: Primary Education/Elementary Education/Grade 2/Self Control/Behavior Management/Self Evaluation/Student Behavior

The author designed and implemented strategies for improving self-managing behavior skills among second grade students. The goals of the program were to improve students' behavior and encourage critical thinking skills. The four basic strategies were: weekly teacher evaluated behavior reports, daily journal entries, weekly student self-manager surveys, and weekly class discussion groups. The author measured success by comparing the target students' past behavior performances with the behavior performance that occurred during the implementation phase of the SMART Program. The author observed positive affective changes in behavior as well as an increase in self-managing skills. Students decreased misbehaviors on the report card to only three, out of a possible nine, during the second semester of the 1990-1991 school year. Students engaged successfully in formal behavior self-evaluation, as well as group discussions and open ended self-evaluation. Appendices include the Report Card Format, Individual Self-Management Weekly Survey, Parent Letter, SMART Topic Handouts, Teacher Rated Behavior Report, and Sample SMART Certificate.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Lisa Lynn
Student's name

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement iii

Observer's Verification iv

Table of Contents v

Chapters

I. Purpose 1

II. Research and Solution 7

III. Method 20

IV. Results 26

V. Recommendations 32

Reference List 33

Bibliography 35

Appendices

Appendix A: Report Card Format 39

Appendix B: SMART Survey 41

Appendix C: Parent Letter 43

Appendix D: SMART Topic Handouts 45

Appendix E: Weekly Behavior Report 58

Appendix F: Sample SMART Certificate 60

CHAPTER I

Purpose

The target setting was a suburban, lower middle class elementary school. Enrollment was approximately 600 students. Four hundred ninety of those students enrolled at the target school qualified for the free or reduced lunch program. The occupations of the parents ranged from unemployment to blue collar employment. Most of the parents did not have an education level past high school. The Parent/Teacher Association had a high membership but very little support.

The target school faculty of 64 people included teachers, administrators, and paraprofessionals. There were 23 regular classroom teachers and 16 special services teachers. Regular classroom enrollment ranged from 22 to 35 students per class. The ability levels of the students ranged from below grade level to above grade level. Classes were heterogeneously grouped. In the fourth and fifth grades, students were ability grouped for reading and math. The target school had kindergarten through fifth grade. Special services that were offered included transitional first grade, classes for specific learning disabled and emotionally handicapped students, speech and language therapy, guidance services, two Chapter I labs, and two Laboratories for an Individualized Foundation Teaching (LIFT, an alternative education program for at-risk students). Also offered were gifted classes,

bilingual Spanish, bilingual Vietnamese, music, physical education, art and library classes.

The target group consisted of 25 second grade students. Initially there were eight White males, seven White females, six Black males, three Black females and one Hispanic male. During the course of the study, one White female and one Black male transferred schools. No new students were gained. The second graders ranged in age from seven through nine. The average age at the beginning of the semester was seven years, eight months. Twelve of the target students lived with both parents. Two of the students' parents had never been married. Ten students had parents that were divorced. Out of this group of parents, seven of the mothers had remarried and three of the fathers had remarried. One student's parents had separated during the school year. Two students were retained in kindergarten, three students were retained in the first grade and none had been retained in the second grade. Seven of the students participated in Chapter I, three participated in speech therapy, two in language therapy, four in guidance counseling and five had been referred to the Child Study Team due to a discrepancy between ability and achievement. Two of the students referred were later placed into classes for Specific Learning Disabled students. All students participated in music, art, physical education, and library classes.

This writer served as a second grade teacher with three years of teaching experience. The writer was responsible for teaching language

arts, math, health, science, social studies, handwriting, reading, spelling, and computer literacy. Monthly hallway duty, sunshine committee representative, Classroom Teacher Association representative, and the ordering of the grade level supplies were also among the duties of this writer.

The writer had observed that many students in the target group lacked self-managing behavior skills. Behaviors observed included lack of self-discipline, inattentiveness, lack of independence in working, not following directions, lack of respect for peers and others, failure to complete classwork and homework, and the inability to take responsibility for personal actions.

Management of student conduct in schools has been a concern since the start of public education (Viti, 1987). Society often views discipline policies in education as a remedy for many social problems (Kraig, 1987). A survey conducted in 1984, by A.M. Gallup, found that 49 percent of the teachers that responded thought that discipline was either a serious or fairly serious issue. The teachers also believed that involving parents in a behavior management plan on a regular basis allows for more communication between home and school (Gallup, 1984).

Classroom management employs the ability to counsel and involve students in examining and correcting inappropriate behaviors (Clark and McKenzie, 1989). Responsibility for behavior leads to self-discipline. A child in essence must own a behavior before the

behavior can be corrected. Students that are given the responsibility for not only actions, but problem solutions and consequences, will have enhanced social learning as well as academic learning. Verbal (1985) stated that,

> Lecturing, paddling, suspending — or any punishment in which the student is a passive recipient — leaves all the responsibility in the hands of the teacher. But the techniques of having students name misbehavior, choose alternative solutions, and plan and take relevant consequences, actively involve them in their own disciplining (p. 42).

It had been observed and documented by this writer that most students in the target group lacked a number of self-managing behavior skills. Student report cards for the first semester of the 1990-1991 school year were reviewed to study specific behavioral difficulties students were having. Nine major categories of behavior are included which were assessed by the teacher during the semester. Students needing to improve a behavior had the specific behavior problem marked on the report card. During the first semester, eight students out of 25 were checked as not listening attentively. Eleven did not follow directions. Twenty-one did not practice self-discipline. Twenty out of 25 did not work independently. Five did not respect persons or property. Eight had difficulty accepting responsibility. Fourteen had trouble completing homework, and fortunately, only two had difficulty respecting authority. Individual students had between zero and nine behaviors checked and 17 of the students had between zero and four behaviors checked. Students with more behaviors

checked had lower behavior grades. This was clearly excessive for a heterogeneous group of second graders. Please see Appendix A: 39 for a copy of the report card format.

At least 90 percent of the target second graders should have been able to limit behavioral infractions significantly. Clark and McKenzie (1989) stated that students should have appropriate behavior at least 80 percent of the time. This statement lends support to the notion that misbehavior should be limited. It was hoped that at least 90 percent of the target students would have no more than two categories of behavioral difficulties checked by the end of the second school semester. For some students, this was a discrepancy of up to seven behavior categories. For others, little change was needed. Overall, there was a need to improve the total class behavior so that individual students had no more than two categories of behavior checked as problems.

The target group selected consisted initially of the 25 students in the researcher's second grade class. All second grade classes were encouraged and invited to participate on a voluntary basis. Since the county Classroom Teacher Association clearly protects teachers from being required to take part in extra duties that are not defined in the teacher contract, only voluntary involvement was solicited. One second grade teacher with 26 students agreed to participate in the study. In addition, all first grade teachers informally adopted the weekly

behavior report portion of the research methodology. This writer coordinated all research activities during implementation.

The researcher, a second grade classroom teacher, worked with the 25 target second grade students to increase self-management behavior skills. In addition, the researcher provided guidance to the volunteer second grade teacher. It was hoped that the following outcome objectives would be met.

1. Over an implementation period of 12 weeks, 90 percent of the target second grade students at a suburban, lower middle class elementary school participating in the proposed Self-Management and Responsibility Training (SMART) Program, will decrease the number of inappropriate behaviors checked to no more than two, out of nine possible on the report card at the end of the final nine weeks grading period.

2. Over an implementation period of 12 weeks, 100 percent of the target second grade students will demonstrate awareness of self-management and responsibility by using the critical thinking skill of self-evaluation. The target second grade students will demonstrate self-awareness by completing an individual self-management survey weekly (Appendix B: 41).

3. After an implementation period of 12 weeks, 100 percent of the target second grade students will demonstrate the critical thinking skill of self-expressive and self-evaluative writing. This will be demonstrated by daily journal entries recorded by the target students.

CHAPTER II

Research and Solution Strategy

In this chapter, research studies regarding the problem of classroom behavior management will be reviewed. Selected strategies will be used in designing a program to improve students' self-managing skills in the classroom.

Manning and Reif (1989) conducted a study with 20 first grade and 20 third grade students in a rural school in the southeastern United States. All students were members of a regular education self-contained classroom. The purpose was to study the effect of cognitive self-instruction to increase on-task behaviors. The components of cognitive self-instruction included modeling, practicing, and cueing. In two separate studies, Manning found that the cognitive self-instruction group significantly improved in classroom conduct.

King (1987) conducted a study with 52 teachers and 840 primary students in Madison, Georgia. The purpose was to study the strengths and weaknesses of the Assertive Discipline Program. The program was implemented in the entire school as well as individual classrooms. Teachers were inserviced prior to implementation. King found that the Assertive Discipline Program made positive contributions to teachers' approaches to handling inappropriate classroom behaviors. King also disclosed that a large majority of teachers agreed that the program

needed modifications in dealing with incorrigible offenders. Additional teacher-training was requested by some of the teachers.

McCormick (1981) developed a positive action plan with 300 students in grades one through four in Madras, Oregon. The objective was to develop a program that promoted self-management. Teachers participated in an assertive discipline workshop where a positive action plan was established. The program was formally introduced to parents prior to implementation. Positive behaviors were rewarded immediately, and parents were informed about the positive behaviors biweekly. By demonstrating appropriate behaviors most of the time, students could apply to become self-managers. The application consisted of a self-manager checklist. If the student answered "almost always" to the items on the checklist, and had the endorsement of two other teachers, the student was awarded "self-manager" status. Self-manager certificates and buttons were awarded and the students were recognized at monthly assemblies. McCormick found that relations improved among students, parents, and teachers. Students showed an increase in assuming responsibility for personal behavior and awareness of personal actions.

The effects of classroom meetings on students' self-concept and behavior was researched by Sorsdahl and Sanche (1985) in Saskatoon, Saskatchewan, Canada. One fourth grade class from four different schools, for a total of 91 students, were studied. Two classes were control groups and two were experimental groups. The purpose of the study was

to determine whether classroom meetings could be a useful tool when used in the form of group counseling to help students improve self-concept and behavior skills. Prior to implementation, the teachers participating were given five hours of theory and technique instruction on conducting general discussions as well as problem solving meetings. The experimental groups participated in classroom meetings twice a week for 20 weeks. The control group had the same amount of time as the experimental group doing school activities that were labeled "special." There were two types of meetings that were used: general discussion and problem solving. The general discussions focused on feelings, and problem solving dealt with real-life problems. The students had particular guidelines that had to be followed. Everyone, including the teacher, had to sit in a tight circle. To speak, students had to raise a hand. Students had to respect others' contributions, be good listeners, and show empathy. The results indicated the two groups did not measure a significant difference in self-concept scores. There was a measurable difference in classroom behavior skills. The students involved in the experimental group improved significantly in behavior compared to the control group. The authors state that the classroom meetings

> provid[ed] preventive counseling to entire classes of children by enhancing their problem-solving skills, their decision-making skills, their acceptance of responsibility, and their interpersonal skills (Sorsdahl and Sanche, 1985, p. 55).

Mahn and Greenwood (1990) conducted a study on the application of cognitive behavior modification self-instruction skills. Fifty-seven randomly assigned first graders were chosen from nine first grade teachers' classes that volunteered for the study. The participants were from two rural and three city schools within the same school system located in a southeastern state. Each teacher had the same class population and the same class range of reading levels. The study included a treatment and control group. The teachers of the experimental group were introduced to Meichenbaum's (1977, as cited in Mahn, 1990) self-instruction model. The teachers were also trained to use overt-to-covert cognitive modeling. Self-guiding questions were developed and practiced in four sessions. These questions included:

1. What should I do here?
2. Am I doing what I said I would do?
3. What if I make a mistake, how will I fix it?
4. Let me check my own paper before I give it to the teacher.

(Meichenbaum, 1977, as cited in Mahn, 1990, p. 160).

The experimental and control groups had the same reading curriculum for the first two weeks. During the third week of instruction, the experimental group began sessions on self-instruction. The study measured no significant performance differences between the experimental or the control group. However, teacher observations found that students in the experimental group were using audible self-instruction strategies on other tasks besides reading. The students

showed an increase in independent behavior, acceptance of academic responsibilities, and ability to identify problems and plan behavior.

A study was conducted by Clark and McKenzie (1989), in Vermont, on the effects of self-evaluation training for seriously emotionally disturbed children. Three students ages nine, 10 and 11, in a self-contained classroom were the participants in the study. The three students had been diagnosed as seriously emotionally disturbed and were eligible for special education classes. The training of the students was conducted in a resource room over a period of 36 days. The sessions were 30 minutes daily. At the beginning of each training session, folders containing daily assignments were distributed to each student. Rules were reviewed during the course of the training sessions. Teacher evaluations were recorded and discussed with the individual student at the end of the rating period. Behavior and work were rated, allotted points, and totaled daily. The points were recorded on the students' cumulative point sheet and served as tokens that could be used twice weekly for items such as gum, toys, and books. Self-evaluations were made by the students at the end of each grading period. Self-evaluations that matched the teacher's evaluations earned the student bonus points. The results of this study showed measurable improvement in appropriate behavior among the subjects. Further research on self-evaluation with elementary-aged disturbed children is necessary before a researcher can address self-evaluation independently.

Holland and McLaughlin (1982) studied 254 students in an elementary school in British Columbia. The purpose of the study was to examine the effects of using public posting and group consequences as means to manage student conduct. Specific behaviors were identified by the teachers and reviewed with most of the students. Each individual class started the day with 10 points. Every time an infraction was made by a student, the student's name and homeroom were recorded and later posted. This resulted in a point loss for the student's class. The point losses were subtracted from the class totals at the end of each day and displayed in the hallways. Names of the students responsible for the point losses and the inappropriate behaviors that had been witnessed were also displayed. Classes ending the week with 45 points or more became a Class of the Week. The classes that won Class of the Week the most times were given a lunch at school. The results of the study indicated that public posting and group consequences were effective in reducing inappropriate behaviors for an entire elementary school population. The teachers noticed that the students were more aware of their behavior, showed more self control, and automatically followed the rules.

Autry and Langenbach (1985) investigated the relationship between locus of control and self-responsibility for controlling behavior. Forty disruptive male students from the fourth, fifth, and sixth grades, who were identified by regular classroom teachers, made up the sample. The study was conducted for 56 days in a middle class

public elementary school. The students were divided into four groups and each group had 10 subjects. Each group had a different training objective. The first group was a self regulation group to monitor constructive behaviors. The second group was a self regulation group to monitor disruptive behaviors. The third group was an external regulation group and the fourth group was a no regulation group. The study indicated that external and internal self-regulation treatment was effective in the reduction of disruptive behaviors, caused an increase in internal expectancies, and caused a slight increase in constructive behaviors. Self regulation training was effective in establishing and maintaining desired behaviors in elementary children.

Neilans, Israel, and Pravder (1981) observed and studied the use of token reinforcement as an instrument for teaching self-control skills to six behavior problem children. The subjects were five boys and one girl living in a group home for children with behavior and academic difficulties. The study was conducted for 29 days and was divided into six phases. The classes were held three days a week and lasted for two 20 minute sessions with a 10 minute break between the sessions. The sessions' curriculum concentrated on math and reading. Kanfer's theory for an effective behavior change was the model for the self-control skills that were being taught. Kanfer's process for self-regulation includes:

1. self-monitoring
2. self-evaluation
3. self-reinforcement (Kanfer, 1976, as cited by Neilans, Israel, and Pravder, 1981, p. 297).

The self-control skills were reinforced during the treatment phases with a token program. The desired objective was to make a transition from a teacher-controlled program to a child self-controlled program. The results indicated that during reading, the transition from a teacher-controlled program to a self-controlled program was successful without a significant increase in disruptive behavior. The transition during math was not as successful. There was an increase in disruptive behavior that was very unexpected. This increase may have been due the suppression of disruptive behavior during reading and may have caused the increase in disruptive behavior during math. Though the desired behaviors were not obtained during the math sessions, the study was considered successful because the children were able to perform three self-control skills. They were:

1. modeling desired skills
2. providing social approval for the child's execution of these skills and a gradual shifting of responsibility for modeling
3. goal setting and evaluation from the teacher to the child (Neilans, Israel, and Pravder, 1981, p. 305).

The approach that was used in this study was a modified version of Kanfer's model for effective behavior change. The success of this treatment program supports Kanfer's modified model for effective behavior change.

Kahn (1989) conducted a study with 32 sixth-grade students from four math classrooms. The study took place in a lower-middle class school in the Maryland suburbs of Washington D.C. All students were in the lowest 50 percent of the math classrooms. The purpose of the study was to teach students self-management skills. The subjects participated in five 40-minute training sessions. The objectives of the training program were to define behavior in operational terms, observe and record the behavior of self and others, self-observation of on-task behavior, and stopwatch operation. After the initial training period was complete, the 32 students were assigned to one of four treatment groups. The treatment groups consisted of self-observation, external feedback, self-observation with external feedback, and control. The treatment groups met for eight sessions. The results indicated a significant difference in the on-task behavior between the control group and the treatment group that experienced self-initiated and externally provided feedback. The study concluded that there was some evidence that sixth-grade students can improve desired behavior and that counselors can help by teaching students how to observe and record behaviors.

Roundtree and Basket (1981) examined the effect of a social development program called Project AWARE. The study included 31 teachers, 82 primary students, and 127 intermediate students. The subjects attended four elementary schools in an integrated Southern urban setting. The goal of Project AWARE was to increase respect for

self and others by developing one's interpersonal understanding. The purpose of the study was to examine how teacher behaviors influence a social development program. Thirty-two teachers attended a training program for Project AWARE on a voluntary basis. A formal curriculum was devised and an inservice training for teachers was developed. The teachers and principals were reminded that in order for the Project AWARE goals to be met, teachers and principals must model appropriate attitudes, skills, and behaviors. The students participated in 25 minute discussion groups biweekly for six months. There were 72 discussion activities and over 200 supplemental activities that could be incorporated in the curriculum. Each teacher rated the students' behavior prior to implementing Project AWARE and then again in six months. Eleven factors from the Devereaux Behavior Rating Scale (Spivack and Swift, 1967, as cited in Roundtree and Basket, 1981) were used. They were:

1. self-control
2. patience
3. respect
4. responsibility
5. achievement confidence
6. self-reliance
7. comprehension
8. attentive
9. relevant responses
10. creative-initiative
11. closeness to teacher (p. 264)

The results compared AWARE skill levels of teachers with behavior changes in students. Primary and intermediate level findings were not consistent. The primary grades did not show any significant difference

among high versus low AWARE skilled teachers. One reason for the inconsistency between grade levels may be that the children in the primary grades may have yet to meet a stage in development that would allow them to fully understand the objectives of AWARE. The intermediate grades did show a difference in high versus low AWARE skilled teachers and behavior changes in students. High AWARE skill teachers rated students more positively following the AWARE Program than the lower skilled AWARE teachers. There was a definite correlation between teacher behavior influencing student behavior. The study recommends that teachers not mastering the necessary teaching skills be remediated individually to overcome particular deficiencies.

A study using interdependent and independent group contingencies was conducted and reviewed by Crouch, Gresham, and Wright (1985). Approximately 25 third grade students in a small rural Midwest school participated in the investigation. The class convened once a week for 45 minutes. The teacher identified target behaviors that needed changing and defined them as on-task, off-task, and disruptive. Each behavior was reviewed with the students prior to implementation. A record chart was hung in the classroom to display students' progress. If 80 percent of the students were behaving appropriately when the teacher scanned the room, a check was placed on the chart. Twelve checks earned one large check. Two large checks warranted free time. Disruptive students had initials marked in a

certain spot on the chart with a check. If the student received four or more checks, the student would lose morning recess. If six or more different students displayed inappropriate behavior in any one period, the entire class would lose a check toward free time and the entire class would participate in time-out. The results indicated that group contingencies, combined with delayed consequences, were effective in increasing on-task behaviors, and reducing off-task and disruptive behavior in most students.

Solution Strategies

This researcher wanted to encourage behavior self-management among second grade students. Effective self-management training strategies based on research reviewed are discussed and were used to formulate the implementation project.

McCormick (1981) developed a student self-manager checklist that was successful in building self-awareness skills among elementary school children. It was hoped that a self-management checklist would have a positive effect on the selected target group's success in assuming responsibility and self-awareness of personal actions.

Classroom discussion groups were used to help improve self-concept and behavior skills. Feelings and problem solving were the center of the discussion groups (Sorsdahl and Sanche, 1985). The use of discussion activities to reinforce behavior awareness had a significant effect on the attitudes of the students (Roundtree and

Baskett, 1981). The use of these strategies was hoped to be effective in the self-management training of the target students.

According to Clark and McKenzie (1989), training students to self-evaluate, self-observe, and record individual behavior improved self-managing skills. The use of self-evaluation and the recording of personal behavior would be expected to contribute to building critical thinking skills among the target students. Clark and McKenzie (1989) also incorporated teacher evaluations that rated student behavior. Teacher evaluations provided a basis for students to follow when attempting to self-evaluate behavior. This researcher believed that evaluation strategies would be effective in the success of the SMART Program.

All of the techniques and strategies mentioned above were incorporated into the researcher-created SMART Program. It was hoped that the combined effects of these strategies would promote self-management and responsibility taking among the target second graders.

CHAPTER III

Method

The initiation of the Self-Management and Responsibility Training Program (SMART) at the target site, commenced with school and principal permission. The target school's principal had full knowledge of the proposed plan, objectives, schedule of events, and desired outcomes. The principal served as the Observer. Parents' permission was obtained prior to the start of the program (Appendix C: 40). Only the target students that had parent's consent participated in the SMART Research Program.

Prior to implementation, the researcher prepared the materials necessary for the execution of the SMART Program. The researcher ordered journals, labeled and laminated file folders, copied self-management surveys, behavior reports, and all handouts necessary for group discussions. Crayons, pencils, scissors, and glue were already provided for the students at the commencement of the school year.

The researcher informed the target students that a new program would be starting called the Self-Management and Responsibility Training Program. The program was referred to as SMART and the students that participated were the "SMART Students." The students' roles in the SMART Program were explained thoroughly, and then reviewed again before initiation. Existing positive action lessons were continued to start every school day. SMART Group discussions were

conducted weekly. Topics that were discussed during the weekly group discussions included self-concept, thinking techniques, self-discipline, self-awareness, anger, self-pity, self-esteem, self-improvement, responsibility, honesty, and manners. Handouts were developed by the researcher for each topic (Appendix D: 45). Teacher evaluated behavior reports went home every week and students' self-management surveys were conducted every Friday. The researcher allowed the target students 15 minutes at the close of each school day for personal journal entries.

During the implementation phase of the behavior management plan the following occurred: weekly SMART group discussions were held which lasted from 30 to 60 minutes each, all target second grade students engaged in daily self-evaluation entries in private journals, self-management student surveys were conducted weekly (daily during the first three weeks of implementation), and the researcher rated student behavior and sent home a behavior report weekly. The grading procedure for the teacher rated behavior report consisted of every student starting each week with an anticipated 100 percent use of appropriate behavior. Every time an infraction was made, a deduction of three points occurred and was recorded on the teacher rated behavior report (Appendix E: 58). Any "mid-course" corrections that needed to be made were done at the end of the third week of implementation. The major changes that had to be made during the course of implementation had to do with timing. SMART group

discussions had to be limited to once weekly instead of twice, and 20 minutes minimum had to be allowed daily for student journal entries.

Throughout the entire implementation of the SMART program, the researcher was responsible for inviting other teachers to take part, obtaining parent and school permissions, training students in the four ongoing components of the research, and all observation and tabulation of results. One other second grade teacher did agree to participate in the study. This teacher agreed to have her students engage in the daily journal writing, weekly SMART discussions, and teacher evaluated behavior reports. This second grade teacher opted not to have her students complete weekly self-management surveys. Results were tabulated following week 18.

Timeline

Weeks:	Activities
1	Internship activities included: Meeting with advisor, obtaining principal permission, and selecting mentor and observer.
2	Continued internship activities. Met with advisor. Began library search. Met with mentor.
3	Continued internship activities. Met with advisor. Continued library search. Met with second-grade team.
4	Continued internship activities. Met with advisor. Constructed self-management survey and behavior report. Ordered journals. Laminated folders. Obtained parent permission.
5	Continued internship activities. Met with advisor. Sent notification letters home for parents. Explained SMART to target students.
6	Reviewed SMART program with the students. Assigned behavior report folders and individual journals to target students. Administered self-management pre-test.
7	Began implementation of the SMART program. Conducted weekly SMART group discussion. Topic: self-concept. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered self-management survey (daily for practice). Rated and sent home teacher evaluated behavior report.

8	Conducted weekly SMART group discussion. Topic: questioning techniques. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered self-management survey (daily for practice). Rated and sent home teacher evaluated behavior report.
9	Conducted weekly SMART group discussion. Topic: self-discipline. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered self-management survey (daily for practice). Rated and sent home teacher evaluated behavior report. Planned for any mid-course corrections.
10	Conducted weekly SMART group discussion. Topic: self-awareness. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
11	Conducted weekly SMART group discussion. Topic: anger. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
12	Conducted weekly SMART group discussion. Topic: self-pity. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
13	Conducted weekly SMART group discussion. Topic: self-esteem. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.

14	Conducted weekly SMART group discussion. Topic: self-improvement. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
15	Conducted weekly SMART group discussion. Topic: self-responsibility. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
16	Conducted weekly SMART group discussion. Topic: honesty. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
17	Conducted weekly SMART group discussion. Topic: manners. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher evaluated behavior report.
18	Conducted weekly SMART group discussion. Topic: review. Engaged students in daily self-evaluation/expression regarding behavior in private journals. Administered weekly self-management survey. Rated and sent home teacher behavior report. Awarded SMART Certificates (Appendix F: 60). Invited mentor and observer to witness awarding of SMART Certificates. Met with advisor.
19	Evaluated results of the SMART program. Met with advisor.

CHAPTER IV

Results

Following the implementation of the 12 week SMART plan, students in the target group were expected to improve self-managing skills. Objective one would be met if 90 percent of the target students decreased the number of inappropriate behaviors checked by the teacher to no more than two, out of nine possible, on the report card. Unfortunately, this objective was not fully met. The researcher had hoped the 90 percent of participating students would have no more than two, out of nine possible inappropriate behavior categories checked on the report card. At the end of the second semester, three out of 23 children, or 13 percent, had three or more behavior categories checked. While the objective was not formally met, results were very positive. Following implementation, 20 students had zero, one, or two behavior categories checked. For additional specific changes, please see Figure 1: 27. It is important to realize that 25 students were rated prior to implementation, two students moved during implementation and the remaining 23 students were rated following implementation.

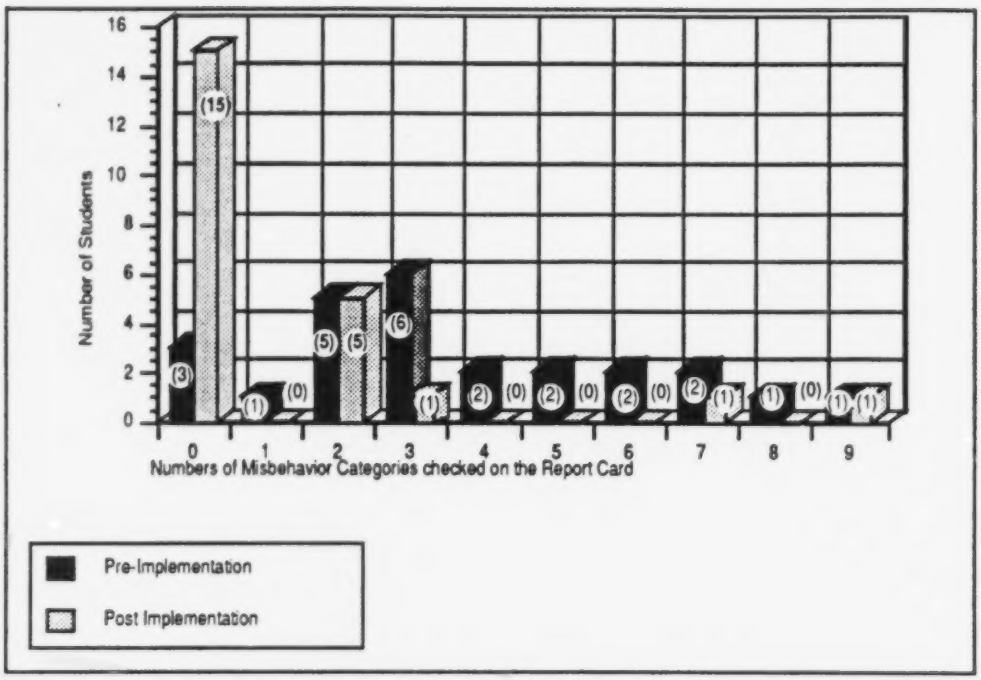


Figure 1
Pre- and Post Implementation
Report Card Behavior Checks

Following the implementation of the 12 week SMART plan, students in the target group were also expected to complete weekly self-evaluation surveys. Objective two, which addresses the critical thinking skill of self-evaluation, would be met if 100 percent of the target students participated in the weekly self-management survey. Objective two was completely met. One hundred percent of all target second grade students participated in the weekly self-management surveys (Appendix B: 41). On the individual self-management weekly survey, students had to rate their own behavior for the week as

gave examples of behaviors that represented the behaviors listed on the survey (and report card), i.e., "Listens Attentively, A: I listen carefully and try to understand." Students rated their own performance on a total of nine major behaviors: Listens Attentively, Follows Directions, Practices Self-Discipline, Works Independently, Respects Peers and Property, Respects Authority, Completes Class Assignments, Completes Homework, and Accepts Responsibility for Own Behavior. Each major behavior listed several examples which students also used to evaluate themselves.

Following the implementation of the 12 week SMART Project, objective three would be met and considered successful if 100 percent of the students in the second grade target group participated in the critical thinking skill of self-expressive and self-evaluative writing by recording daily behavior in private journals. Objective three was also met. One hundred percent of the target students participated successfully in the critical thinking skills of self-expression and self-evaluation of behavior. The task was for students to describe, in an open-ended manner, their behavior for the day. To complete this, all students wrote in personal journals detailing evaluations of daily behavior at the end of each day. This was evaluated by teacher review of student journals. In addition, all students participated in weekly SMART discussions. Following each SMART discussion, students completed researcher created worksheets on the topic discussed (Appendix D: 45). All worksheets were kept for each student in a special

folder made out of construction paper. The folders were individually labeled with each student's name and decorated with a self portrait.

The SMART Program was a huge success in the eyes of the researcher. Anecdotal observations support this conclusion. Children were enthusiastic about taking part in the study and about discussing and evaluating behavior. Children reminded the researcher to give time to write in journals if time was running out at the end of the day. Students even reminded the researcher to send home teacher evaluated behavior reports for parents to sign (even if student behavior had not been ideal!). Students enjoyed weekly group discussions, especially the discussion on self-awareness and the corresponding handout that required students to cut out magazine pictures to help describe themselves.

Parents were also enthusiastic about the SMART Program. Parents reported informally that it was helpful to have regular contact with the teacher about student behavior. The regular contact helped the researcher to avoid more than one teacher/parent confrontation about a student's behavior. It is significant to note that not one parent questioned behavior grades assigned at the end of the second semester. This had not been true the first semester.

It was interesting to observe that children who tended to have the most serious behavior problems, tended to see their behavior as either ALL good or ALL bad when writing in journals. These children had little apparent understanding of partially positive or negative

behavior. Also, it was noted that students were initially concerned about the accuracy of spelling in journal entries. Students were reassured that it was not necessary to spell all words correctly. Finally, it was observed that students with healthy, well-developed self-concepts tended to draw in bright colors and bold strokes while students with weak, underdeveloped self-concepts tended to make very small, dark drawings. All of these conclusions and observations were drawn from the target second grade class, which was the researcher's class.

No other teachers agreed to fully implement the project because of time limitations and lack of interest. One second grade teacher did agree to complete three out of the four planned program strategies. Only student self-evaluations of weekly behavior was not completed. Prior to implementation, this teacher had 15 students with zero behavior categories checked, six students with one behavior category checked, and one student with three and one with four behavior categories checked. Following implementation, a change was noted with students having zero and one behavior categories checked. At the end, 18 students had zero behavior categories checked and three students had one behavior category checked. The remaining five students showed no change. Results indicated that the volunteer teacher had little change between pre- and post implementation results. However, it is important to note that 90 percent of the volunteer teacher's class had zero, one, or two behavior categories checked prior to implementation of the SMART Program. This suggests that the

problem was not as severe in the volunteer teacher's class prior to implementation. Possible reasons for this may include individual teacher differences in rating student behavior and/or different characteristics of students placed in each class.

CHAPTER VII

Recommendations

The author recommends that plans be made to disburse these data to other grade levels in the target school. The researcher plans to continue the SMART project during the 1991-1992 school year with very few modifications. The researcher did learn to keep a yardstick (as opposed to a meter stick) available for measuring student height. Also, students' official records need to be consulted to help students learn their middle names. Students also need help learning other personal facts such as eye color and date and year of birth. This information was important in completing the "Who Am I" worksheet (Appendix D: 45) which followed the Self-Concept weekly discussion.

It is recommended that this project be considered for other ages and educational settings. Parts of this program may be appropriate for use by guidance counselors. Teachers who work with at-risk or special education populations may also benefit from using these materials. Specifically, the program would be appropriate for elementary age students in drop-out prevention programs, and programs designed to work with behavior and/or emotionally disordered students. All general education students can benefit from this SMART Program.

Reference List

Autry, Loretta B., and M. Langenbach. "Locus of Control and Self-Responsibility for Behavior." Journal of Educational Research, November/December 1985, pp. 76-84.

Clark, L.A., and H.S. McKenzie. "Effects of Self-Evaluation Training of Seriously Emotionally Disturbed Children on the Generalization of Their Classroom Rule Following and Work Behaviors Across Settings and Teachers." Behavioral Disorders, February 1989, pp. 89-98.

Crouch, Pamela, L. F. Gresham, and W. Wright. "Interdependent and Independent Group Contingencies with Immediate and Delayed Reinforcement for Controlling Classroom Behavior." Journal of School Psychology, 1985, pp. 177-187.

Gallup, A.M. "The Gallup Poll of Teachers' Attitudes Toward the Public Schools." Phi Delta Kappan, October 1984, pp. 97-107.

Holland, E.L., and T.F. McLaughlin. "Using Public Posting and Group Consequences to Manage Student Behavior During Supervision." Journal of Educational Research, October 1982, pp. 29-34.

Kahn, W.J. "Teaching Self-Management to Children." Elementary School Guidance and Counseling, October 1989, pp. 37-45.

King, D.A., Alison Lorys-Vernon and Richard Barton. "Using Assertive Discipline." Paper presented at the Annual Convention of the National Association of School Psychologists, 1987. ERIC ED 283 803.

Kraig, G.M. "A Rational Approach for School Discipline." Proteus, 4, 1987, pp. 42-44.

Mahn, C.S. and G.E. Greenwood. "Cognitive Behavior Modification: Use of Self-Instruction Strategies by First Graders on Academic Tasks." Journal of Educational Research, January 1990, pp. 158-161.

Manning, B.H. and J.C. Reif. "Effects of Grade Level and Modality Preference of Elementary Students Taught to Employ Cognitive Self-Instruction to Increase On-Task Behaviors." Education, Spring 1989, pp. 361-366.

McCormick, Sammie. "One School's Positive Action Plan." Jefferson County School District 509-J, Madras, Oregon, 1981. ERIC ED 200 375.

Neilans, T.H., A.C. Israel, and M.D. Pravder. "The Effectiveness of Transition to a Self-Control Program in Maintaining Changes in Children's Behavior." Child Care Quarterly, Winter 1981, pp. 297-306.

Roundtree, P.T. and L.M. Basket. "A Further Examination of Project AWARE: The Relationship Between Teacher Behaviors and Changes in Student Behavior." Journal of School Psychology, 1981, pp. 260-266.

Sorsdahl, S.N. and R.P. Sanche. "The Effects of Classroom Meetings on Self-Concept and Behavior." Elementary School Guidance Counseling, October 1985, pp. 49-56.

Verbal, Margaret. "How to Encourage Self-Discipline." Learning, August 1985, pp. 40-42.

Viti, L.S. "Discipline in the Public Schools: Recent Developments in Education Law." Proteus, 4, pp. 37-41.

Bibliography

Alfred, Carol Gerber, Ph.D. Positive Action Grade Two Teacher's Manual. Idaho: Positive Action Publishing, 1988.

Autry, Loretta B., and M. Langenbach. "Locus of Control and Self-Responsibility for Behavior." Journal of Educational Research. November/December 1985, pp. 76-84.

Clark, L.A., and H.S. McKenzie. "Effects of Self-Evaluation Training of Seriously Emotionally Disturbed Children on the Generalization of Their Classroom Rule Following and Work Behaviors Across Settings and Teachers." Behavioral Disorders. February 1989, pp. 89-98.

Crouch, Pamela, L. F. Gresham, and W. Wright. "Interdependent and Independent Group Contingencies with Immediate and Delayed Reinforcement for Controlling Classroom Behavior." Journal of School Psychology. 1985, pp. 177-187.

"Developing a Discipline Code in Your School." National Association of Elementary School Principals. December 1983. ERIC ED 242 000.

Fantuzzo, J., C. Rohrbeck, and A.D. Hightower. "A Teacher Assessment of Self-Controlling Skills and Their Relationship to Self-Control and Adjustment Ratings." Journal of School Psychology. 1989, pp. 35-45.

Feneira, Charles. "A Positive Approach to Assertive Discipline." John Swett Elementary School. 1983. ERIC ED 240 058.

Gallup, A.M. "The Gallup Poll of Teachers' Attitudes Toward the Public Schools." Phi Delta Kappan. October 1984, pp. 97-107.

Glasser, William. Reality Therapy - A New Approach to Psychiatry. New York: Harper and Row, 1965.

Holland, E.L., and T.F. McLaughlin. "Using Public Posting and Group Consequences to Manage Student Behavior During Supervision." Journal of Educational Research. October 1982, pp. 29-34.

Jones, Vernon. "Classroom Management: Clarifying Theory and Improving Practice." Education. Spring 1989, pp. 330-339.

Kahn, W.J. "Teaching Self-Management to Children." Elementary School Guidance and Counseling. October 1989, pp. 37-45.

King, D.A., Alison Lorys-Vernon and Richard Barton. "Using Assertive Discipline." Paper presented at the Annual Convention of the National Association of School Psychologists, 1987. ERIC ED 283 803.

Kraig, G.M. "A Rational Approach for School Discipline." Proteus, 4, 1987, pp. 42-44.

Lasley, Thomas. "A Teacher Development Model for Classroom Management." Phi Delta Kappan, September 1989, pp. 36-38.

Mahn, C.S. and G.E. Greenwood. "Cognitive Behavior Modification: Use of Self-Instruction Strategies by First Graders on Academic Tasks." Journal of Educational Research, January 1990, pp. 158-161.

Manning, B.H. and J.C. Reif. "Effects of Grade Level and Modality Preference of Elementary Students Taught to Employ Cognitive Self-Instruction to Increase On-Task Behaviors." Education, Spring 1989, pp. 361-366.

McCormick, Sammie. "One School's Positive Action Plan." Jefferson County School District 509-J, Madras, Oregon, 1981. ERIC ED 200 375.

Neilans, T.H., A.C. Israel, and M.D. Pravder. "The Effectiveness of Transition to a Self-Control Program in Maintaining Changes in Children's Behavior." Child Care Quarterly, Winter 1981, pp. 297-306.

Olson, Carol Booth. "The Thinking/Writing Connection." In Developing Minds: A Resource Book for Teaching Thinking, pp. 102-107, (Arthur L. Costa, Ed.), Association for Supervision and Curriculum Development, 1985.

Rose, Terry. "Current Disciplinary Practices in American Public Schools." University of North Carolina at Charlotte Department of Curriculum and Instruction, 1987, ERIC ED 309 560.

Roundtree, P.T. and L.M. Basket. "A Further Examination of Project AWARE: The Relationship Between Teacher Behaviors and Changes in Student Behavior." Journal of School Psychology, 1981, pp. 260-266.

Sorsdahl, S.N. and R.P. Sanche. "The Effects of Classroom Meetings on Self-Concept and Behavior." Elementary School Guidance Counseling, October 1985, pp. 49-56.

Verbal, Margaret. "How to Encourage Self-Discipline." Learning. August 1985, pp. 40-42.

Viti, L.S. "Discipline in the Public Schools: Recent Developments in Education Law." Proteus, 4, pp. 37-41.

Appendix A

Report Card Format

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
19 ___ 19 ___

Student's Name _____ Homeroom Teacher _____
Last First Middle

School _____ Grade _____ Principal _____

	First Nine Weeks				Second Nine Weeks				Third Nine Weeks				Fourth Nine Weeks			
	Achievement	Grade Level	Conduct	Behaviors	Achievement	Grade Level	Conduct	Behaviors	Achievement	Grade Level	Conduct	Behaviors	Achievement	Grade Level	Conduct	Behaviors
Reading																
Language																
Spelling																
Handwriting																
Mathematics																
Science																
Health																
Social Studies																
Physical Education																
Music																
Arts																
Attendance	Days Present				Days Present				Days Present				Days Present			
	Days Absent				Days Absent				Days Absent				Days Absent			
	Times Tardy				Times Tardy				Times Tardy				Times Tardy			
Parent Conferences: Date requested																
Date held																
Note enclosed																
A check (✓) indicates attendance in the Extended School Year Program may be necessary					_____				_____				_____			

SB 14200

Explanation of Grades

Achievement

A Excellent
B Good
C Satisfactory
D Improvement needed
F Unsatisfactory

Grade Level

1 On grade level
2 Below grade level
G Gifted instructional level

Conduct

A Excellent
B Good
C Satisfactory
D Improvement needed
F Unsatisfactory

Behaviors Needing Improvement

1 Listening attentively
2 Following directions
3 Practicing self-discipline
4 Working independently
5 Respecting persons and property
6 Accepting responsibility for own behavior
7 Completing classroom assignments
8 Completing homework assignments
9 Respecting authority

Grade Level Placement for School Year
19 ___ - 19 ___ Grade _____

or

_____ Recommended for Extended School Year Program
_____ Attendance required for promotion

Appendix B

Individual Self-Management Weekly Survey

SMART SURVEY

NAME_____ WEEK #_____

BEHAVIORS	Almost Never	Once in A While	Working on it	Almost Always	
1 **Listens Attentively**					
A I listen carefully and try to understand					
B I ignore others around me that might interfere with my learning					
2 **Follows Directions**					
A I follow directions to the best of my ability					
B I ask questions when I do not understand					
3 **Practices Self Discipline**					
A I have self control over my actions					
B I can keep my hands, feet and other objects to myself					
C I am able to wait patiently					
D I can go to and from one place to another without a problem					
E I am ready to work on time					
F I remember my pencils and supplies					
4 **Works Independently**					
A I can work alone without bothering my neighbor					
B I can take care of myself even when people are not watching					
5 **Respects peers and Property**					
A I can work cooperatively with other people					
B I respect the property of others					
C I am kind to others and try not to hurt others feelings					
D I am helpful to others					
E I return things I find to the proper owner or to the lost and found					
6 **Respects authority**					
A I am respectful to my teachers					
B I am courteous and use my manners					
7 **Completes class assignments**					
A I do my work on time					
B I do my work as well as I can					
8 **Completes homework**					
A I do my homework and turn it in on time					
9 **Accepts responsibility for own behavior**					
A I remember that the way I behave is my choice					
B I tell myself the truth and don't blame others for my actions					

Appendix C

Parent Letter

Dear Parents,

This letter requests permission for your child to participate in the Self-Management and Responsibility Training (SMART) Program. The programs' objectives are to increase self-managing skills, decrease inappropriate behavior, and develop critical thinking skills among second grade students.

The program will last for 12 weeks and will consist of the following: biweekly discussion groups on feelings and problem-solving, weekly behavior reports, weekly self-manager surveys, and daily journal entries by the students.

The results of this program will be used in a practicum research project in partial fulfillment of the requirements for the degree of Master of Science. Please sign below consenting to group data from this project to be used anonymously in the practicum report. Thank you for your cooperation and support.

Sincerely,

Gina Flynn

_____

Signature

Appendix D

SMART Topic Handouts

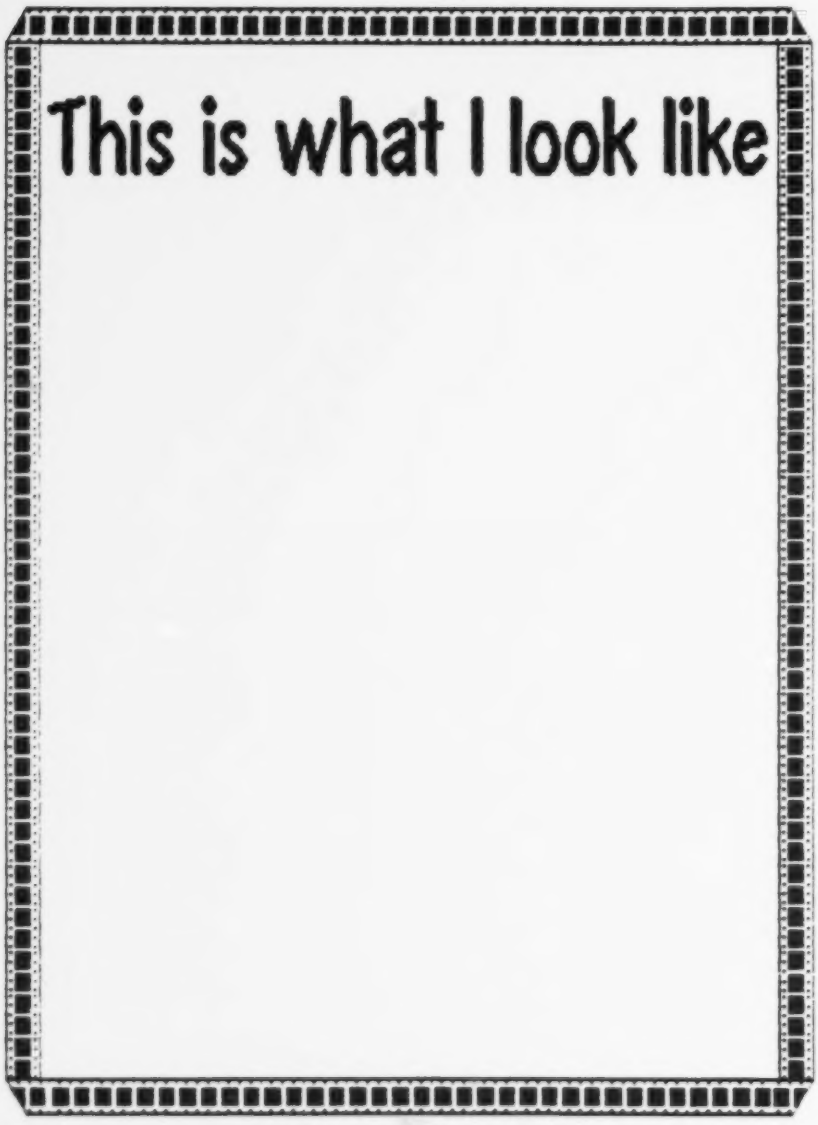
Who Am I?

My name is _____ _____ _____.

I was born on _____.

I am ___ years old and have _____ hair and _____ eyes.

I stand ____ feet _____ inches tall.


This is what I look like

THINKING SKILLS

Directions: Answer the questions using the critical thinking strategies you learned in the discussion group,

1. Homework has been passed out but you did not get one. You know the extras are left in the basket, what would you do?
   a. Tell the teacher you need a homework.
   b. Leave without a homework.
   c. Get a homework from the basket.

2. You do not understand the assignment, you
   a. Sit in your seat untill someone notices you.
   b. Raise your hand.
   c. Pretend you know how to do it.
   d. Copy someone else's work.

3. Your pencil was left at home, do you
   a. Use a crayon.
   b. Try and borrow one from a friend.
   c. Not do any work because you do not have anything to write with.

4. You are running out of paper to finish your morning assignment, you
   a. Get more out of the handwriting basket.
   b. Turn in what you have done.
   c. Sit in your seat until someone notices.

BEST COPY AVAILABLE

SELF-DISCIPLINE

Directions: Read the sentences below and make a happy face by the statements that will show self-discipline.

_____ I will listen and follow directions.

_____ I do not want to be in school today. I want to go back to sleep.

_____ My work will be neatly done.

_____ I will try my best to complete my work on time.

_____ School is too hard!

_____ I will ask questions when I do not understand.

_____ My hands and feet will stay to myself.

_____ I will talk with my classmates before my work is complete.

SELF-AWARENESS

Directions: Cut out pictures from magazines that describe things that make up you. Paste the pictures below.

ANGER

Directions: Put a check next to the things that could help you control your temper when you feel angry.

_____ Scream and yell as loud as I can.

_____ Take a deep breath and count to ten.

_____ Talk about why you feel angry.

_____ Pout and sulk.

_____ Draw a picture about how you feel.

_____ Throw everything off your desk.

List two other things you could do when you are angry to help control your temper.

1.

2.

SELF-PITY

Directions: Describe a time that you felt sorry for yourself, and things you might do to avoid having self-pity.

SELF-ESTEEM

Directions: Draw a picture of something you feel you do really well.

SELF-IMPROVEMENT

Directions: Think of a task that is hard for you to do. Think of ways that could help you become better.

I find that _____ is difficult for me.

These are some things I could do to help me improve:

RESPONSIBILITY

Directions: Listed below are some of the responsibilities you have at school, can you think of any more?

1. Be a good listener.
2. Remember your homework.
3. Follow directions.
4.
5.
6.

Directions: With your parents, make a list of some of the responsibilities you have at home.

1.
2.
3.
4.
5.

HONESTY

Directions: Answer the questions below.

What would you do if.....

1. _____you found $100.00 on the ground?

2. _____ your best friend stole candy from a store?

3. _____ a classmate was looking at your test paper?

4. _____ the teacher left the answers to a test laying on a table?

5. _____ there was a bicycle laying in your yard that did not belong to you?

MANNERS

Directions: Circle the answer that uses manners.

1. You are borrowing paper from another teacher and she is busy, you say

   a. Yo teach, I need some paper.
   b. I need some paper.
   c. Do you have any paper I may have?
   d. Excuse me for interrupting, may I use some paper, please?

2. A classmate has dropped all of his papers on the ground, you

   a. Laugh and make jokes.
   b. Help him pick the papers up.
   c. Stand there and watch them blow away.
   d. Tell the teacher.

3. You have just walked into someone by accident, you

   a. Say, "excuse me".
   b. Yell at the other person to get out of the way.
   c. Push the person out of the way.
   d. Tell the teacher.

4. Your mother is carrying some boxes, you,

   a. Watch her do it.
   b. Offer to help.
   c. Pretend you do not see her.

5. A classmate has some really neat new markers that you would like to try out, you,

   a. Ask if you could please borrow them.
   b. Take them when they are not looking.
   c. Just pick them up and begin to use them.

Appendix E

Teacher Rated Behavior Report

WEEKLY BEHAVIOR REPORT

STUDENT _____ **GRADING PERIOD:** _____

WEEK #	1	2	3	4	5	6	7	8	9
CONDUCT GRADE									
Behavior(s) checked below need(s) improvement									
1. Listens attentively									
A. Listens carefully and tries to understand									
B. Ignores others around									
2. Follows directions									
A. Follows directions to the best of ability									
B. Asks questions if do not understand									
3. Practices self-discipline									
A. Control over actions									
B. Keeps hands, feet and objects to self									
C. Able to wait patiently									
D. To and from one place without a problem									
E. Ready to work on time									
F. Remembers school supplies									
4. Works independently									
A. Able to work alone									
B. Able to take care of self even when people are not watching									
5. Respects peers and property									
A. Works cooperatively with others									
B. Respects others property									
C. Is kind to others									
D. Is helpful to others									
6. Respects authority									
A. Respectful to teachers									
B. Courteous and uses manners									
7. Completes class assignments									
A. On time									
B. Completes all work									
8. Completes homework									
A. Turns in homework									
9. Accepts responsibility for own behavior									

NOTE: Each √ placed on the chart during the week for inappropriate behavior results in a deduction of 3 points. All students begin the week with 100 points. (A)

WEEK #	PARENT'S SIGNATURE	COMMENTS
1		
2		
3		
4		
5		
6		
7		
8		
9		

Certificate of Participation

This is to certify that

I, _____ ,

Have participated in

Self-Managing and Responsibility Training

I promise to use my self-managing skills that I have learned in the future. I am now an official

SMART STUDENT

_____ signed

_____ witness

_____ date

Appendix F

Sample SMART Certificate